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ABSTRACT

In addition to eliminating illicit drug use, rehabilitation programs must help clients find both a meaningful way to spend the time that was formerly spent hustling money for drugs and a legitimate way to earn the money that was formerly provided by hustling. One solution to both these problems is to help ex-addicts make the transition to full-time, unsubsidized employment that offers potential upward mobility in earning power. This guide focuses on helping ex-addicts acquire a viable skill. It does this by helping drug rehabilitation and program staff efficiently locate and utilize training and educational programs in the surrounding community. The end product is a Vocational Training and Education Resource Manual that is up to date for a given area. Chapters show staff how to develop an easy-to-use reference manual; locate training programs in the appropriate area; compare the merits of all available programs; and refer the clients to the specific programs most advantageous for them. (Author)

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National Institute on Drug Abuse

SERVICES RESEARCH REPORT

Developing and Using a Vocational Training and Education Resource Manual

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The Services Research Reports and Monograph Series are issued by the staff of the Services Research Branch, Division of Resource Development, National Institute on Drug Abuse. Their primary purpose is to provide reports to the drug abuse treatment community on the service delivery and policy-oriented findings from Branch-sponsored studies. These will include state of the art studies, innovative service delivery models for different client populations, innovative treatment management and financing techniques, and treatment outcome studies.

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DEVELOPING AND USING
A VOCATIONAL TRAINING AND EDUCATION RESOURCE MANUAL

Marna C. Whittington

I. INTRODUCTION

During the last several years, drug treatment program staffs have become increasingly aware that their goals must extend beyond helping clients overcome their physical dependence on drugs. In addition to eliminating illicit drug use, rehabilitation programs must help clients find both a meaningful way to spend the time that was formerly spent hustling money for drugs and a legitimate way to earn the money that was formerly provided by hustling. One solution to both these problems is to help ex-addicts make the transition to full time, unsubsidized employment that offers potential upward mobility in earning power. The Domestic Council's White Paper on Drug Abuse (1975) made the point more strongly: "Altering the drug-using lifestyle of a former addict is clearly linked to his ability to find and hold a job."[1]

For an individual to "find and hold a job," three conditions must be met.[2]

- The individual must possess a viable skill, that is, the individual must possess all the minimum requirements such as aptitude and achievement levels necessary to get and hold a job in the area for which he or she is trained.

- The individual must have an appropriate job-readiness posture. A person's job-readiness posture is composed of the attitudes, motivations, and perceptions that impact on the individual's ability to get and hold a job.

- There must be a job available in the area for which the individual is trained.

This guide focuses on the first condition--the individual must possess a viable skill. Many clients participating in drug rehabilitation programs either do not have a viable vocational skill or can no longer be employed in their skill area because of criminal and/or drug histories. Placing an

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[1] White Paper on Drug Abuse, September 1975, A Report to the President from the Domestic Council Drug Abuse Task Force, p. 77.

[2] Whittington, Marna C. and Benson, Stephen D. Transition to Work III: Development and Implementation of the VOI Transition System, Associates for Research in Behavior, Inc., 1974.

individual who may be accustomed to big money and/or a differently structured life in an entry level, minimum wage job with no possibility for upward mobility does not constitute placing them in a viable job. It is, therefore, necessary for these individuals to be trained or retrained for jobs available to them in the labor market.

The majority of drug rehabilitation programs do not have training facilities. It is, therefore, necessary for them to access training and educational resources from outside agencies or institutions. This guide has been developed to help drug rehabilitation program staff efficiently and effectively locate and utilize training and educational programs in the surrounding community. This guide teaches staff to compile a Vocational Training and Education Resource Manual that is an up-to-date reference on educational and training resources in their area.

In the following chapters, this guide will show the staff how to develop an easy-to-use reference manual; locate training programs in the training area appropriate for the individuals in treatment; compare the merits of all available programs; and refer the clients to the specific programs most advantageous for them.

By helping ex-addicts overcome their dependence on drugs, training ex-addicts for viable jobs, and placing ex-addicts in full time, unsubsidized jobs, drug program staff should be able to significantly increase the number of individuals who permanently alter their drug-using lifestyle upon completion of treatment.

II. DEVELOPMENT OF THE MANUAL

This section of the guide will discuss why a training and educational program reference manual should be developed, who should develop the manual, how the manual should be developed, and what should be included in the manual.

A specific format for the manual will be suggested and guidelines for accessing all the necessary information will be provided.

WHY SHOULD A MANUAL BE DEVELOPED?

This guide has been written to help drug rehabilitation program staff develop and utilize a training program and educational program resource manual. This manual will provide program staff with an at-hand reference on the following kinds of information:

- What training/educational programs are available in your community?
- What are the entrance requirements of each program?
- What services do the programs provide to trainees?
- What are the length, cost, and hours of training?
- What success have graduates of each program had in securing jobs?
- What are the requirements for employment in the training areas?

Easy access to information on the availability of educational and training programs and information about these programs is important for the following reasons:

- Drug treatment program staff generally have a large client load to serve and a limited amount of time and resources to provide the necessary services. It is the rare staff member who has time to track down the training programs available in the skill area desired by his or her client, secure all the relevant information, compare the available programs for suitability, and facilitate the referral of the client to the training program. Even when a staff member makes the time and effort to pursue skills training opportunities for a client, he or she can do it for only a limited number of clients.
- When drug rehabilitation program staff have been able to search out training or educational opportunities, there is no systematic way for other staff members or other clients to benefit from their efforts. Rather, the acquired information is often lost until someone else searches it out.

- The turnover of drug rehabilitation program staff is high. Consequently, valuable contacts in educational or training institutions that have been developed by individual staff members should be documented, so they can be maintained by future staff. Likewise, knowledge regarding the availability, requirements, costs, and placement records of specific programs should be documented and retained in a central location and updated for all present and future staff to use.

- The skills training and educational resources available in most communities are quite diverse. For example, they may range in cost from several thousand dollars to actually paying the client a stipend to attend. Consequently, the first program located by a staff member may not necessarily be the best or most useful for the specific client. Therefore, it is helpful to know the diversity of costs, entrance requirements, and availability of courses for skills training in a specific skills area.

- The client population of many drug treatment programs is often quite varied. Clients often vary greatly in financial resources, educational level, availability of transportation, physical health, eligibility for training programs (e.g., veterans or disadvantaged), and vocational interests. To determine viability of specific programs for diverse individuals and to optimize the referral of individuals to programs, it is necessary to know what programs are available and pertinent information about each.

- Employment is considered an important goal of treatment programs and is increasingly being used as a treatment outcome measure. Since many treatment program clients need training prior to employment, the development of the Vocational Training and Education Resource Manual will facilitate the process of securing the necessary skills training or basic education.

The development and maintenance of the Vocational Training and Education Resource Manual will result in the long term in:

- Provision of more vocational services to more clients in the same amount of time.

- Provision of better vocational service to all clients.

This should result in more clients being willing and able to find and hold long-term jobs.

WHO SHOULD DEVELOP THE MANUAL?

The development and maintenance of the manual should be a cooperative effort of the entire drug rehabilitation program staff. In most programs,

all staff members will occasionally utilize the manual and therefore will have the opportunity to expand or update it. Likewise, most staff members frequently interact with employees of agencies such as vocational rehabilitation, correctional institutions, and manpower programs, and thus have the opportunity to learn of training and educational programs available to clients.

Although all staff members should contribute any and all available information to the manual on an ongoing basis, the development and maintenance of the manual should be primarily assigned to an individual or team of individuals, with one designated as the team leader for this project. The individuals who are most appropriate for this task are generally the program's vocational counselors. When no individuals are designated vocational counselors, then those individuals filling the counseling roles would be the appropriate individuals.

HOW SHOULD THE MANUAL BE DEVELOPED?

The purpose of the manual is to provide information in a standardized format about available skills training and educational programs appropriate for the clients of a specific drug treatment program. The information provided on each training program should include and be limited to that necessary to make appropriate referral decisions.

The best way to start the resource manual is to have every program staff person fill out an information form for each training or educational program to which he or she has referred individuals, or with which he or she is quite familiar. These forms should be submitted to the team leader who will eliminate forms for duplicate resources and compile all the information about a single program on a single information form. The team leader will either followup on each program to complete the information form or will delegate that responsibility to a staff member. The team leader should then take the yellow pages of the phone book, cross out all programs already included, and then rank order the remaining schools according to whether they would be likely to accept treatment program clients. Those with the highest rank should either be divided up and assigned to staff members for acquiring information or the team leader should assume the responsibility of contacting each program.

As soon as a usable number of information forms have been completed, they should be divided into two groups: vocational programs and educational programs. Within each group, they should be alphabetized by occupation. These master sheets should then be duplicated for each staff member or group of staff members who could utilize a manual. The manual should be a three-ringed notebook, so that information forms can easily be added as the team leader contacts program.

After the highest potential programs have been contacted, the team leader should progress through the lower potential programs. Comprehensive Employment and Training Act programs, Opportunities Industrialization Centers, Work Incentive Programs, and Department of Vocational Rehabilitation programs should be considered a top priority for potential referral because they are

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usually open-entry, low or no cost, provide ancillary services, and are located in the same neighborhoods as the drug treatment programs. Likewise, the public school system should be considered a top priority for potential referral because of the times the classes are offered, location of classes in the neighborhood of the drug treatment program or of the client's homes and low cost. In selecting programs for inclusion in the manual do not eliminate a potential program just because a client has never requested it. Remember the manual should be an incentive and stimulus to increase both the staff's and the client's perceptions of vocational alternatives.

FILLING OUT THE FORMS

Figure 1 shows the suggested form for documenting training and educational programs. This form has been developed to include all the necessary data to determine:

- The appropriateness of the program for a specific client.
- The costs, hours, and length of the program.
- An indication of the employability of the graduates of the program.
- The requirements for employment in the skills area for which an individual is trained by the program.

This form is used to hold information about the training or education program, and not information about the client applicant.

One information form should be filled out for each and every vocational skills training program and educational program available in the surrounding community and for which some or all of the treatment program clients are potentially eligible for admission. How to locate programs for inclusion is discussed in detail in the next section, WHAT PROGRAMS SHOULD BE INCLUDED IN THE MANUAL?, on page 11.

An explanation of each entry on the information form is provided in the following pages.

Title of Occupation - Titles used should be compatible with labor market terminology. For skills training areas, examples of titles of occupation would include automotive mechanic, barber, and carpenter. For educational programs, titles would include basic education, general education development (GED), and liberal arts.

Name of Program - The name of program should be the designated name of the organization providing the skills training. For example, names would include: John's Auto Sales; Opportunities Industrialization Center; Brown City Manpower Skills Training Center; and Brandywine College.

Input Date_____

Title of Occupation_____
Name of Program_____ Sponsor_____
Address of School_____ Phone_____
Name of Contact for Admissions_____
Tuition Costs_____ Other Cost_____
School Certified: yes_____ no_____ not applicable_____
Number of Trainees Accepted Per Year/Semester_____

ENTRANCE REQUIREMENTS

Age_____ Medical Tests/Requirements_____
Education_____
Physical Requirements_____
References Required_____ Number_____ Entrance Dates for Program_____

SERVICE TO TRAINEE

Transportation: school provides_____ public available_____ none_____
Training Stipend: yes_____ no_____ amount_____
Free Medical Services Provided: yes_____ no_____ extent_____
Special Incentives_____
Placement Services: yes_____ no_____ Followup Services: yes_____ no_____

TRAINING TIME

Length of Training Time_____
Hours of Day Sessions_____ Hours of Evening Sessions_____

ENROLLMENT AND PLACEMENT OF GRADUATES

Total number completed course in prior year: male_____ female_____
Total number placed in prior year_____
Requirements for course completion_____
Salary range for entering positions_____
Part time positions available: yes_____ no_____

REQUIREMENTS FOR EMPLOYMENT

State license/certification: yes_____ no_____ Union membership: yes_____ no_____
Is Criminal Record a Barrier: yes_____ no_____ extent_____
Is Drug Record a Barrier: yes_____ no_____ extent_____
Is Methadone a Barrier: yes_____ no_____ extent_____

SPECIAL NOTES:

FIGURE 1: FORM FOR DOCUMENTING EDUCATIONAL AND SKILLS TRAINING PROGRAMS

Sponsor - The sponsor of the program would be the organization or individual who provides the funding or has administrative responsibility for the program. For the above cited programs, the sponsors might be respectively Mr. John, Opportunities Industrialization Center, Brown County prime sponsor, and Brandywine College.

Address of School - Self explanatory.

Phone - Self explanatory.

Name of Contact for Admissions - This should include first and last name and title of the person who can effect the admission of the client, regardless of whatever other roles he or she might have. Both formal and informal contacts should be named. It might be the Director of Admissions or it might be some other individual with whom a staff member has rapport and who can facilitate the client's admission. If the phone number of the contact for admissions is not the same as the school number or includes a specific extension number, it should be noted.

Tuition Costs - The tuition cost is the fee charged to the student for instruction. It should be noted if the cost entered is not for the whole program, e.g., if it is for one semester. Any relevant information should also be noted, such as:

- "Waived if student cannot pay"
- "Low interest loans available"
- "Large number of scholarships available."

Other Cost - This should include all other costs essential for completion of the program, e.g., books, tools, uniforms, etc.

School Certified - This refers only to schools where there is a standard certification agency, e.g., schools of cosmetology, schools of nursing, etc. It's not applicable to programs where there is no standard certification agency for training in the occupation.

Number of Trainees Accepted Per Year/Semester - Self explanatory.

ENTRANCE REQUIREMENTS

Age - Self explanatory. Some programs maintain definite age restrictions--persons too young or too old will not be admitted.

Medical Tests - This includes any medical tests or requirements that an applicant must meet, e.g., must pass general physical

examination, must pass psychological examination, must pass tuberculosis test, etc.

Education - This should include any requirements regarding highest grade of formal education completed, entrance examinations, special achievement level requirements, etc.

Physical Requirements - Physical requirements include any unusual requirement, such as manual dexterity, long hours of standing, and auditory, visual, or muscular strength.

References Required - Enter any specifics regarding the number, type (telephone, written, etc.), and source (teacher, employer, etc.).

Entrance Dates for Program - This entry should indicate when a client can start the program, e.g., September, September or January, open entr, etc.

SERVICE TO TRAINEE

Transportation - If it is not provided and there is no public transportation available, the client must make his or her own transportation arrangements to the training site.

Training Stipend - This refers to any fixed sum of money paid by the training program to the client during training.

Free Medical Services Provided - This includes any treatment available during the training period that is provided by the training program and not charged to the trainee, e.g., student health center.

Special Incentives - This entry should include any opportunities to earn income, speed-up progress through training, or access additional training services.

Placement Services - Placement services are formal efforts to secure jobs for each graduate by training program staff. Merely informing trainees of possible openings is not considered placement service.

Followup Services - Followup services are regularly scheduled efforts to check trainees' progress on the job.

TRAINING TIME

Length of Training Time - This entry should indicate the length of time required to complete the course in hours, weeks, or months. For example, a cosmetology course may require 1,500 hours of training while a clerk typist course lasts for 33 weeks.

Hours of Day Sessions - Indicate the hours the training is offered during the day.

Hours of Evening Sessions - Indicate the hours the training is offered during the evening.

ENROLLMENT AND PLACEMENT OF GRADUATES

Total Number Completed Course in Prior Year - Number of training program participants who completed course.

Total Number Placed in Prior Year - This refers to the reported number of successful placements of training program graduates in the occupational area or related occupations.

Requirements for Course Completion - This entry refers to any special requirements imposed by the school for course completion, e.g., passing a standard examination, completion of a specific number of hours of training, a specific academic average, etc.

Salary Range for Entering Positions - Record the minimum and maximum starting salaries for trainees entering the labor market in the geographic area of the drug program.

Part-time Positions Available - Enter the degree of availability of part-time positions in the occupation.

REQUIREMENTS FOR EMPLOYMENT

State License/Certification and Union Membership - Indicate whether licensing, certification, or union membership is a requirement for employment.

Is Criminal Record a Barrier? Is Drug Record a Barrier? Is Methadone a Barrier? - Indicate whether each is a barrier to employment and any specifics regarding the barrier.

SPECIAL NOTES - Enter any additional information or clarification of entered information that might be helpful in determining appropriateness of the training program for treatment program clients or facilitating the admission of clients to a training program. For example, information on the numbers and placement outcome of treatment program clients would be helpful.

In the upper right-hand corner is an entry labeled Input Date. The date that the form is filled out for a specific program should be entered here. This will indicate how current the information is for each program.

Ideally, all the information on the form will be filled out for each program. However, realistically, only partial information will be available or will be obtained. Whatever information is obtained should be recorded.

Additional information can be entered at a later time as it is obtained. Just knowing that a specific training program or educational program exists may be valuable information to a counselor who can followup on the program and provide additional information.

The filled out information forms should be divided into two groups: vocational skills training programs and educational programs. Within each group the forms should be alphabetized by title of occupation, for example, automotive mechanic, barber, etc.

The grouped and alphabetized forms should be kept in a three-ring notebook so that new forms can easily be added, forms can be deleted as programs go out of existence, and updated forms can easily be substituted for less complete or less current forms.

Ideally, the master information forms would be filed in a master manual, which would be kept by the vocational counselor or staff member who is responsible for the manual. The master manual would be photocopied so that each counselor would have his or her own copy of the manual. (If manuals were not also duplicated for each staff member, there should at least be a manual available for the use of all staff members.)

As information forms are updated or added by program staff, the original should be passed on to the person responsible for the manual. He or she would then make a copy of the master change for each manual and file the master copy in the master manual. Thus, the treatment program would always have one clean, original, and current master copy for duplicating new manuals as new staff members join the staff or as manuals are lost or worn out. In addition, individual staff members would have their own copies, which they could annotate with their own comments, such as the name of clients they referred to specific programs and what happened to the individuals who were referred. (See page 22 for how to update the manual.)

The appendix includes ten blank information forms which can be used in orienting staff members to the concept of a Vocational Training and Education Resource Manual.

WHAT PROGRAMS SHOULD BE INCLUDED IN THE MANUAL?

All vocational skills training programs and educational programs in the vicinity surrounding the drug treatment program should be considered for inclusion in the Vocational Training and Education Resource Manual. Criteria for determining whether to include a program in the manual should address:

- The probability of admission of drug treatment program clients to the training or educational program.
- The potential level of interest in the training among the drug treatment program clients.

- The employability of an ex-addict in the skills area upon completion of training.

- The employment opportunities in the skills area.

Examples of programs that might not be included in the manual are:

- Programs offered by local colleges or universities which are not oriented toward providing vocational skills or meeting specific educational needs, such as preparing someone for G.E.D. examinations or providing focused education required to gain entry to a vocationally oriented program.

- Programs requiring full time attendance for more than two years. The two has been selected because most vocational programs offered by community colleges and most vocationally oriented associate degree programs offered by universities are two years in length. In areas where the drug treatment clients have better than average availability of funds for training or are higher than average in educational achievement level, this limitation on programs may not be necessary.

- Programs which provide training in skill areas which require graduation from accredited programs for employment and/or licensing, if the programs are not appropriately accredited.

The next question is how to locate the skills training programs and educational programs in the surrounding community and access the necessary information. The two best sources for locating educational and training opportunities are:

- Yellow pages of the telephone book

- State Department of Public Instruction.

Each of these sources will be discussed in detail in the following pages.

Yellow Pages of the Telephone Book

The yellow pages of the local telephone book(s) is probably the best single source for discovering vocational training and educational opportunities in the surrounding community. Under "schools" in the yellow pages nearly all the public and private institutions in the surrounding community will be listed with an address and telephone number. The schools listed will run the gamut from bartenders professional school to dog-grooming schools to local colleges and universities. The yellow pages will not only provide listings of local training institutions, but it will also expand

counselors' thinking about potential training areas. In utilizing the yellow pages to locate training and educational programs, staff must remember:

- A single institution may offer many programs. Therefore, it is necessary to determine all the programs offered by an institution and fill out an information form for each training program, by occupation, which qualifies for inclusion in the manual.

- Listing of a program in the yellow pages does not imply that it provides legitimate training or is appropriately accredited. It is the obligation of the team or individual compiling the necessary information for the manual to check the reputation of the program. If accreditation is appropriate for the program, check with the State Department of Public Instruction and/or the appropriate accrediting agency. If they are not accredited, do not include them in the manual.

For large institutions with many training programs, the drug treatment program staff will probably have to contact the director of each training program to get the necessary information for the information form. For smaller institutions, one person, i.e., the Director of Admissions for the institution, will probably be able to provide the information on all the programs available at the institution.

In utilizing the yellow pages, do not skip over community colleges or universities. Often these institutions have many one- or two-year vocational programs or associate degree programs which provide vocational training in areas in high demand and which have good upward mobility, i.e., secretarial science, accounting, electronics technician, etc.

State Department of Public Instruction

The State Department of Public Instruction is a valuable source of information in three specific areas. It has information on:

- The existence of training and educational programs in the community surrounding the drug treatment program.

- The requirements and necessity for accreditation of specific types of programs.

- The accreditation status of specific programs.

Generally, the State Department of Public Instruction can be used more effectively and efficiently in the latter two areas. The telephone book is the most effective and efficient means to locate available programs. The State Department of Public Instruction and/or the appropriate professional associations

are responsible for accreditation of programs and licensure of the graduates of skills training programs. Before referring a client to a specific program, the drug program staff should know whether the program is of the type that is accredited by the State and, if so, if that specific program is accredited. Secondly, do workers in the field need to be licensed and, if so, does the program provide all the requirements for licensure?

In referring clients, it is usually advisable to:

- Avoid unaccredited schools or programs when accredited schools or programs of the same type are available. Please note, however, that some types of schools or programs may not be accreditable, i.e., the State may not accredit any schools or programs of that type.

- Avoid schools or programs that do not provide clients with all the requirements for licensure or certification if licensure or certification is required or is highly desirable for employment in the field.

In addition to utilizing the telephone book and the State Department of Public Instruction to locate training and educational programs, the team responsible for the manual should be sure to include five specific sponsors of training and educational programs which can be found in nearly every community. These sponsors are:

- Prime sponsor for the Comprehensive Employment and Training Act (CETA)

- Opportunities Industrialization Center

- Public school system

- Department of Vocational Rehabilitation

- Work Incentive Program.

Each of these sponsors will be discussed in detail in the following pages.

Prime Sponsor for the Comprehensive Employment and Training Act (CETA) Legislation

What is CETA? The purpose of the Comprehensive Employment and Training Act of 1973 (CETA) is to "provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible and decentralized system of federal, state, and local programs." Many drug treatment program clients qualify for CETA services

because they are economically disadvantaged, unemployed, or underemployed. In addition, Title III of the CETA legislation specifically authorizes funding for manpower services to special populations such as youth, migrant workers, and ex-offenders. Many drug treatment program clients are also ex-offenders and qualify for Title III funded programs.

CETA provides block grants of money to eligible local units of government with the mandate to determine, plan, and provide the manpower services required within their geographic areas. This means that:

- Control of and responsibility for the manpower programs lies with local units of government.

- Local units of government are to design and provide a single comprehensive program of manpower services to meet the needs of their constituents. Therefore, it is important to contact the local prime sponsor and make known the needs of the drug treatment program clients.

The local units of government which are responsible for CETA programs are called prime sponsors. Except in special instances, to qualify as a prime sponsor a local unit of government must serve 100,000 or more people. Thus, cities are often prime sponsors. Counties often join with other counties or cities to form a consortium which becomes a prime sponsor and a State may be a prime sponsor. The State is often the prime sponsor for all areas within a State which are not included in any other prime sponsorship. When this occurs, the prime sponsorship is referred to as the Balance-of-State. All geographic regions within a State are represented by one and only one prime sponsor.

The CETA prime sponsor for the geographic area in which the drug treatment program is located has funds to provide its target population with:

- Class-size vocational training programs and educational programs provided specifically for CETA clients

- Individual referral to training programs provided by public and private institutions in the surrounding community

- Work experience

- On-the-job training

- Ancillary services required by the clients.

How can CETA help treatment program clients? If a drug treatment program client qualifies for CETA services, there are many advantages for both the drug treatment program and for the client.

First, CETA provides a stipend for clients while they attend training. The stipend is usually established by the State and is equal to unemployment compensation plus $5.00 for each dependent.

Secondly, CETA pays all the costs of training. When a CETA client is individually referred to a training program available in the community, they may be referred to one of those programs located by treatment program staff through the yellow pages. However, as a CETA client, all costs are paid by CETA. In fact, sometimes extra allowances for child care or transportation are also provided.

Thirdly, ancillary needs such as uniforms or tools are sometimes paid for by CETA funds.

CETA also usually offers an adult basic education program and a G.E.D. program on a class size basis for CETA clients. Clients enrolled in these programs qualify for all the benefits discussed previously.

Special issues. If a treatment program client is eligible for CETA skills training but CETA does not have the training program in the area of the client's interest, then the client may be eligible for individual referral. When CETA individually refers a client to skills training, they help place the client in a non-CETA sponsored training program such as a community college program, and pay all the costs of t aining in addition to providing the client with all the benefits discussed previously.

The treatment program staff can facilitate the CETA individual referral process by helping to locate an appropriate skills training program for the treatment program client. The manual can be used to locate the best training program available for the client.

How should program staff approach CETA? The central office for the CETA prime sponsor for the geographic area in which the drug treatment program is situated can be located by:

- Calling the administrative offices of the city or town in which they are located and asking for the telephone number and location of the local CETA prime sponsor's office. The individual at the town or city administrative offices may even be able to provide the name of a prime sponsor staff member to speak with and may be able to transfer the call.

- Calling the administrative offices for the county in which the drug treatment program is located and requesting the desired information.

- Calling the regional office of the Department of Labor and requesting the telephone number and address of the local prime sponsor.

In filling out information forms for CETA programs, forms should be included for all class size educational and vocational training programs contracted for by CETA for CETA clients. The individual referrals to training or education and on-the-job training and work experience slots are too diverse to include and will probably be too difficult to get specifics on.

Opportunities Industrialization Center, Inc. (OIC)

What is OIC? OIC provides vocational skills training and educational programs for disadvantaged individuals. A portion of the funding for OIC is provided by CETA funds and thus CETA clients may be referred to OIC sites. However, OIC also has independent sources of funds to provide training and ancillary services. Consequently, it is advisable to establish contact with the local OIC so that clients may be directly referred to educational or training programs.

OIC provides:

- Class-size vocational training programs and educational programs provided specifically for OIC clients. OIC's training and educational programs are usually institutional programs that are held in OIC's facilities.

- Ancillary services required by the clients.

How can OIC help treatment program clients? If a drug treatment program client qualifies for OIC services, there are many advantages for the client.

First, OIC pays all the costs of training.

Secondly, ancillary needs such as uniforms are sometimes paid for with OIC funds.

How should program staff approach OIC? Many localities have OIC's in their area. If there is an OIC in the area, it is most easily found by looking in the white pages of the telephone book under Opportunity. A staff member of the treatment program should call the local OIC to determine the training and educational opportunities that are appropriate for treatment program clients.

An information form should be filled out for every vocational training program and education program conducted by CIC which is appropriate for drug treatment program clients.

Public School System

What opportunities do the public school system provide? The public school system in many localities offers evening and weekend programs in skills training and educational areas. The skills training ranges from vocational skills training designed to teach an individual a viable vocational skill or upgrade his or her present skill to avocational skills training such as personal automobile mechanics designed to teach individuals to maintain and repair their own autos. The educational programs range from adult basic education to GED preparation to courses designed to teach an individual a second language.

How can the public school programs help treatment program clients? The training and educational programs offered by the public school system have many advantages for treatment program clients.

First, they usually cost a nominal amount.

Secondly, they are often offered at times that permit simultaneous full time employment or full time participation in a drug treatment program.

Thirdly, they are usually offered in the neighborhood high schools at night. Consequently, they do not require clients to travel a great distance from home.

How should program staff approach the public school system? All localities have public school systems. A treatment program staff member should call the local system(s) to determine the educational and training opportunities for adults. Staff members should keep in mind that the clients in the treatment program may be from several school districts. Consequently, several local systems may have to be contacted. The telephone number for a public school system can be located by looking in the white pages under School District of. . . or under the name of the school district. Depending upon the size of the school district, there may or may not be a separate listing for evening classes. If not, call the number for the Superintendant's office or a local high school office. They may provide the information or provide a specific number to call for information.

A form should be filled out for each vocational skill program which provides a viable skill or upgrades a present skill and for each education program which meets the criteria for inclusion in the manual.

Division of Vocational Rehabilitation (VR)

What is VR? Each State has a Division or Bureau of Vocational Rehabilitation. Each Division or Bureau administers local offices which are responsible for providing services to eligible individuals. The goals of VR are:

- To vocationally re-establish persons with employment histories who have become vocationally handicapped
- To vocationally establish disabled persons without employment experience
- To provide services necessary to keep any individual who has become vocationally handicapped in his or her present employment if it is still suitable.

The Rehabilitation Act of 1973 has put increased emphasis on the severely handicapped population. This has resulted in the creation of many innovative projects.

VR has funds to provide its target population with:

- Class-size vocational training programs and educational programs.
- Individual referrals to training programs provided by public and private institutions in the surrounding community.
- Job development and placement services.
- Ancillary services that may be required by the client.

How can VR help treatment program clients? If a drug treatment program client is eligible for VR services, there are many advantages for the treatment program and the client.

First, VR often has a comprehensive program for vocational evaluation which assesses a client's vocational interests, aptitudes and achievement levels.

Secondly, VR often has funds to pay for vocational and educational training for the client.

Thirdly, VR usually has funds to provide medical and psychological services for the client.

Fourth, VR often has a formal job referral and placement program.

Special Issues. Though there are national guidelines for VR eligibility, local individuals and offices often have informal guidelines for eligibility which are partially a function of the local demand for services. Drug treatment program clients who have a medical or psychological problem (other than addiction) are usually considered to be potential VR clients by local VR staff. However, in areas with heavy demands for VR services, there is sometimes some reluctance on the part of VR staff to accept treatment program clients since these individuals are already receiving at least some services from the treatment program.

How should program staff approach VR? The treatment program staff should attempt to establish rapport with the local VR office.

VR is most easily located by looking under the State listings in the white pages of the phone book. For instance, in Pennsylvania, it is listed under Pennsylvania Commonwealth, Department of Labor and Industry, Bureau of Vocational Rehabilitation.

VR staff do not usually run training and educational programs. Instead, they refer clients to existing programs in the community. However, they do have knowledge of many existing programs and have funds to pay for training and any needed ancillary resources. Therefore, if a drug treatment program client is eligible and accepted for VR services, the client's counselor should work with the VR counselors to develop a meaningful vocational training or educational plan for the individual. The Vocational Training and Education Resource Manual may be useful in locating the most appropriate training program for the client.

Work Incentive Program (WIN)

What is WIN? The Work Incentive Program (WIN) is authorized by amendments to Title IV of the Social Security Act. WIN is designed to help employable welfare recipients find jobs and achieve economic independence. The program is jointly operated by the Departments of Labor and Health, Education and Welfare. The WIN program is one of the few categorical programs that was not consolidated under CETA.

Drug treatment program clients who are applicants for or are recipients of Aid to Families with Dependent Children (AFDC) and who are 16 years of age or older are eligible for WIN.

WIN has funds to provide its target population with:

- Class-size vocational training programs and educational programs provided specifically for WIN clients.

- Individual referral to training programs provided by public and private institutions in the surrounding community.

- Ancillary services required by the client.

How can WIN help treatment program clients? If a drug treatment program client is eligible for WIN, there are many advantages for the client.

First, the client would receive a monthly stipend.

Secondly, WIN has funds to pay for vocational and educational training for the client.

Thirdly, WIN also has funds to provide or pay for additional services for the client if they are necessary. For example, sometimes WIN will provide child care.

How should the treatment program staff approach WIN? A program staff member should call the local WIN office to determine what educational and training opportunities are available for eligible program clients.

The WIN program is located by looking in the white pages of the telephone book under the state listings. For example, in Pennsylvania it is found under Pennsylvania Commonwealth, Employment Offices, Work Incentive Program.

The drug treatment program staff should fill out the information forms for WIN class-size programs and use the manual to help develop individual referrals with WIN staff for treatment program clients.

III. USE OF THE MANUAL

HOW SHOULD THE MANUAL BE USED?

If it is determined that an individual would benefit from training and two or three preferred areas of training are determined, the Resource Manual can be used to determine the programs that offer training in the preferred areas. The information forms on each program can be used to quickly and accurately:

- Determine the client's eligibility for the program
- Determine the client's probability of admission
- Assess the logistics of the client's attending the program if admitted, e.g., costs, location, hours, etc.
- Determine which program is the best one for the particular client.

This program location process probably best takes place during an individual vocational counseling session.

It is not recommended that drug treatment program clients be permitted free access to the service manuals, because:

- It is necessary to keep the manuals intact for optimal utility.
- It is advisable to control who and how many individuals contact the training programs.
- Comments regarding the programs or individuals referred to the programs which have been noted on the forms may not be for the use of clients.

HOW SHOULD THE MANUAL BE UPDATED?

The manual should be updated in two ways:

- As staff members discover new information or correct old information through everyday use of the manual. This information should be communicated in writing to the leader of the team responsible for the manual.
- At regular intervals, the information on each form should be checked.

The first updating mechanism is best accomplished by including blank information forms in the back of every manual. As a staff member discovers

new programs or wishes to edit an information form already included in the manual, he or she simply extracts a blank form, fills in the name of the program of interest, and inserts the new or revised information on the appropriate lines. This information form is then transmitted to the team leader. The team leader will accumulate these revisions and periodically make up the necessary new information forms that will be duplicated and sent to each staff member with a manual. These new forms will then be added or substituted for existing outdated forms.

The second updating mechanism--periodic checking of each information form--represents an idealistic approach to maintaining the manual. Ideally, approximately every two years a staff member or group of staff members will systematically check each information form for accuracy and completeness and check the manual for completeness.

Realistically, the manual is more likely to be kept relatively up-to-date if each staff member makes a concerted effort to document and transmit any changes, additions, and/or deletions as he or she discovers them through operational use of the manual.

APPENDIX

Sample Forms

This appendix includes ten copies of the sample form shown in figure 1 on page seven. They may be cut out from this booklet and photocopied for use in developing the program's Vocational Training and Education Resource Manual.

Input Date_____

Title of Occupation_____
Name of Program_____ Sponsor_____
Address of School_____ Phone_____
Name of Contact for Admissions_____
Tuition Costs_____ Other Cost_____
School Certified: yes_____ no_____ not applicable_____
Number of Trainees Accepted Per Year/Semester_____

ENTRANCE REQUIREMENTS

Age_____ Medical Tests/Requirements_____
Education_____
Physical Requirements_____
References Required_____ Number_____ Entrance Dates for Program_____

SERVICE TO TRAINEE

Transportation: school provides_____ public available_____ none_____
Training Stipend: yes_____ no_____ amount_____
Free Medical Services Provided: yes_____ no_____ extent_____
Special Incentives_____
Placement Services: yes___ no___ Followup Services: yes___ no_____

TRAINING TIME

Length of Training Time_____
Hours of Day Sessions_____ Hours of Evening Sessions_____

ENROLLMENT AND PLACEMENT OF GRADUATES

Total number completed course in prior year: male_____ female_____
Total number placed in prior year_____
Requirements for course completion_____
Salary range for entering positions_____
Part time positions available: yes_____ no_____

REQUIREMENTS FOR EMPLOYMENT

State license/certification: yes___ no___ Union membership: yes___ no_____
Is Criminal Record a Barrier: yes___ no___ extent_____
Is Drug Record a Barrier: yes___ no___ extent_____
Is Methadone a Barrier: yes___ no___ extent_____

SPECIAL NOTES: